

Universal Design for Learning Overview

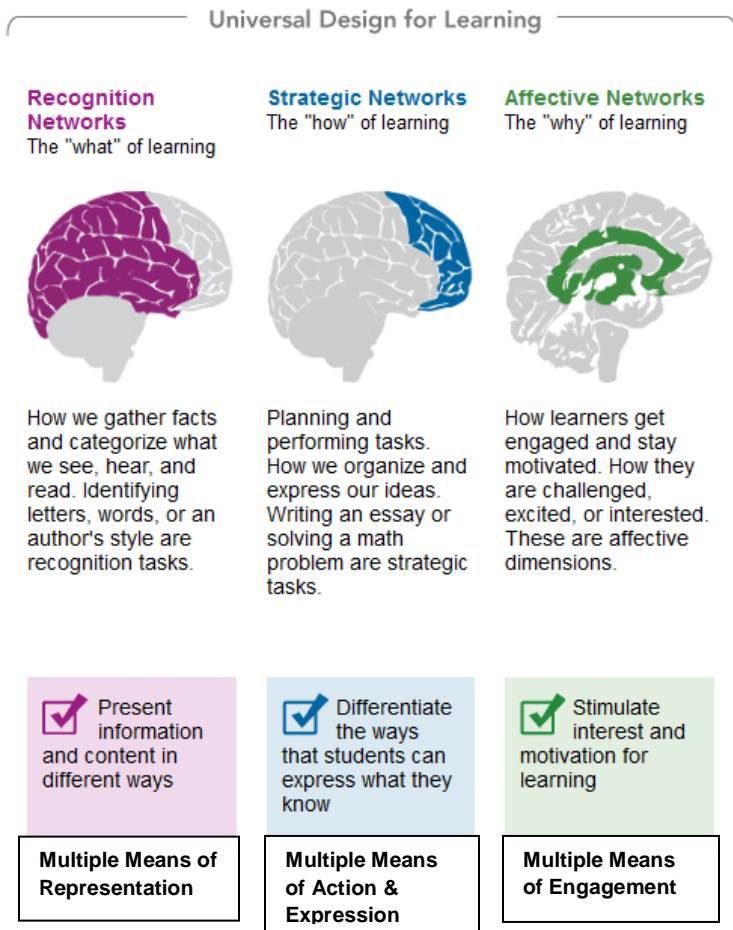
What is Universal Design for Learning (UDL)?

The term *universal design for learning* means a scientifically valid framework for guiding educational practice that:

- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Higher Education Opportunity Act 2008

UDL and the Brain



CAST, 2011 www.cast.org

UDL Framework

The UDL framework is based on three primary principles. Within each principle, there are three guidelines, for a total of nine guidelines.

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

CAST, 2011 www.cast.org

Professor Hehir's Application of Universal Design for Learning at HGSE

Professor Tom Hehir enhances his excellent pedagogy by using Universal Design for Learning. With his teaching team, Professor Hehir creates an inclusive environment that provides a layered support system with multiple opportunities for learning, comprehension, and scaffolding. Below is a list of the ways he incorporates UDL into the classroom.



During his presentation keep track of which UDL features you observe and check the boxes below.

Provide Multiple Means of Representation

Provide options for perception



- Videotapes class lecture for student review
- Embeds hyperlink to electronic articles in syllabus
- Wears microphone and passes it to all speakers
- Uses contrasting colors on Powerpoint slides for most visibility
- Provides auditory cues by describing contents of Powerpoint slides and in-class videos

Provide options for language, mathematical expressions, and symbols



- Uses CAST's Bookbuilder (bookbuilder.cast.org) to assist students interpret and understand dense articles
- Uses videos and diagrams to promote non-linguistic supports
- Uses videos to illustrate points through multiple media
- Provides students with heuristics and frameworks to emphasize main points

Provide options for comprehension



- Provides overview at the beginning of each class session, and a re-cap at the end of each class session
- Teaching Fellows lead discussion to prepare for each written assignment
 - Posts notes from these sessions publicly
- Assigns member of the teaching team to each final project group to scaffold the assignment
- Relies on anecdotes to apply each theoretical point to real-life experience
- Written assignments are based on real-life scenarios
- Combines class sessions into a lecture/discussion format to make it interactive

Provide Multiple Means of Action and Expression

Provide options for physical action



- Introduces students to tools and access technologies through demonstration of "Tools of the Week"
- Allows students to engage in remote participation of class sessions with advanced notice
- Uses course capture platform to allow students participate in discussion through chat format

Provide options for expression and communication



- Manages information and announcements through a centralized course website
- Uses a volunteer student note-taking system where each week 3 students post their notes publicly
- Students respond to a Question of the Week in an online forum
- Students have access to and are graded by multiple members of the teaching team

Provide options for executive functions



- Uses scoring rubrics and assessment checklist to enhance students' capacity for monitoring academic progress

Provides Multiple Means of Engagement

Provide options for recruiting interest



- Offers students three choices for each written assignment and scaffolds choices
- Offers students six ways to participate in class (e.g. face-to-face, synchronous, and asynchronous options)
- Builds assignments (including final) so students apply knowledge to a real-life scenario
- Invites guest speakers to visit the class
- Assigns a variety of types of reading (e.g. personal narrative, practical guidebook, dense academic article)
- Uses voluntary snack sign-up as way to build appropriate break into classroom culture

Provide options for sustaining effort and persistence



- Fosters collaboration and community by making the final project a group assignment
- Uses scoring rubrics and provides detailed comments for each assignment

Provide options for self-regulation



- Builds students' capacity for self-assessment and reflection through weekly online postings, etc.

How Disability Services Support Universal Design for Learning

At HGSE, Access and Disability Services (ADS) uses an interactive process with professors and students to maximize student access. Below are examples of how common Access Technology accommodations at HGSE work with a professor who is already using Universal Design for Learning in his or her classroom. (Please refer to technical Assistance flowchart on reverse side.)

E-text conversion process

- Professor assigns e-books
 - Professor embeds hyperlinks to articles in syllabus
-
- ADS converts paper copies of books to alternate format

Captioning

- Professor videotapes class lecture for student review
 - Professor uses contrasting colors on Powerpoint slides for most visibility
 - Professor provides auditory cues by describing contents of Powerpoint slides
 - Professor uses videos and diagrams to promote non-linguistic supports
-
- ADS captions course video
-
- ADS provides text conversion and image description for slides, videos, and diagrams

Note-taking

- Professor implements a student volunteer note-taking system
-
- ADS offers notes for students with disabilities

CART/Transcription Services

- Professor wears microphone and passes it to all speakers
-
- ADS offers CART/transcription and/or interpreters



Brainstorm how this works at your institution.

UDL feature/Professor's practice	Disability Service Office

Access and Disability Services Technical Assistance Flowchart - HGSE

